**Liane Kolesar**

**Tappan Zee Elementary School**

**Detailed Lesson Plan**

**Week of September 21 to September 25, 2009**

**Reading Workshop**

**NYS Learning Standards:**

**ELA Core Curriculum (2005), 2nd Grade, GSPI: Reading**

**Standard 1:** Students will read, write, listen, and speak for information and understanding.

* Recognize and use organizational features of texts, such as page numbers and chapter headings/subheadings, to locate information, with assistance

**ELA Core Curriculum (2005), 2nd Grade, GSPI: Reading**

**Standard 2:** Students will read, write, listen, and speak for literary response and expression.

* Recognize differences among the genres of stories, poems, and plays, with assistance

**Anticipatory Set:** Teacher will split the class into 4 groups. She will ask the students to go to designated areas of the room and read the paragraph each group has. The teacher will call on the leader for each group, and ask them to share with the class, whether they believe their story was fiction or non-fiction. This will then lead into the conversation of genres of fiction and types of non-fiction features. She will then read a non-fiction story about autumn.

**Objective and Purpose:**

1. Students will be able to distinguish between fiction and non-fiction by learning about non-fiction text features in small cooperative learning groups.
2. Students will understand how non-fiction features help us grow as readers when reading this type of genre.

**Procedures/Essential Questions:**

How do we find and use details in texts and text features?

How do the nonfiction text features help us as readers?

What are different kinds of details we find and use?

What is the difference between fiction and nonfiction?

How are nonfiction texts organized?

1. Teacher will complete anticipatory set.
2. Teacher will make the connection, “We started talking about fiction and the different types of fiction that we can read. Now that we know this, what do you think non-fiction means? Turn and talk with your partner, knee to knee, eye to eye, for about a minute and talk about what this means to you.”
3. Teacher will chart responses. Just like fiction, non-fiction books have certain characteristics that help us know that it is non-fiction. I am going to read you this non-fiction book. As I am reading, I want you to pay close attention to the way the book is set up. Write down what you notice on your post-its as we are reading. At the end, we will post your post-it work on our chart.
4. After the story is read, the students will be given 1 minute to turn and talk, knee-to-knee, eye to eye.
5. After the chart is completed and all of the features are charted, students will then be broken up into small groups. Each group will get a selection of books and fill in a graphic organizer about the non-fiction features found.
6. Teacher will say, “Now, it is your job to apply the skills just taught. You will work together as a team, to find as many non-fiction features as you can and in the books provided for you.”
7. The groups will then come back to the rug and we will share our findings.

**Closure:**

1. Share what was charted from books in small groups.
2. Why does knowing what the non-fiction features are help us as readers? Turn and talk with a partner.
3. Now, during independent reading, I want you to choose a “just right” nonfiction book. Your job is to write down 2 non-fiction features on a post-it and post in your reading notebook. You must write why and how these features helped you during reading the book.

**Assessment(s):**

1. Teacher observations
2. Class Participation
3. Product of graphic organizer
4. Over time-as they read and log, can they distinguish the type of book they’ve read?